

Impact of ICT on the Indian Education System during the Covid Pandemic in India

Dr. Manoj M. Pimple

Associate Professor

Mahatma Jyotiba Phule Commerce, Science and Vithalrao Raut Art College,

Taq. Bhatkuli Dist. Amravati

Abstract: The global crisis of the COVID-19 virus has had a huge impact on the education sector. This has presented a number of challenges to educational communities around the world to continue learning. India's education system also experienced an irreversible learning crisis during the pandemic. School closings across the country have affected everyone's learning experience. The pandemic has forced the industry to shift to virtual and blended learning. Information and Communication Technology (ICT) has helped the industry to survive and adapt to new ways of online learning. In developing countries like India, students are studying in various universities for higher education. But the method of education that is used in India is the traditional method. The true importance of information technology in higher education was realized by everyone during the global pandemic. According to this situation, this search has been prepared. Only secondary information has been used in the preparation of this search. Based on that, important conclusions will be formulated. All educational institutions in India were closed due to the orders of the central government during the global pandemic. But in those days, the support of information technology alone was considered very important for learning.

Keywords: *COVID-19, blended learning, connectivity, DIKSHA, ICT, Pandemic.*

Introduction: The global crisis of the COVID-19 virus has had a huge impact on the education sector. This has presented a number of challenges to educational communities around the world to continue learning. India's education system also experienced an irreversible learning crisis during the pandemic. School closings across the country have affected everyone's learning experience. The pandemic has forced the industry to shift to virtual and blended learning. Information and Communication Technology (ICT) has helped the industry to survive and adapt to new ways of online learning. The crisis allowed various educational innovations to flourish. Stakeholders across the country have done their best to come together and innovate in different ways to support students and teachers. Considering the country's various challenges in digital education, the country has tried to optimize the potential of existing and new educational platforms for all. A number of ICT-based initiatives at national, state, and individual levels took place in the country

during the pandemic. The education sector has taken a proactive approach to harness the maximum potential of technology to reach every learner. This article examines some such initiatives that have significantly contributed to the reach of education to the remotest corners of the country through technology-related means.

Different students have different learning abilities. Teachers of strong classes often struggle to give individual attention to each student and identify their weaknesses and learning styles. Identifying a student's learning style and translating it into instruction leads to personalized learning for students. But simply personalizing learning in classrooms is not enough. The use of technology in education and the creation of a learning management system that includes adaptive learning would help achieve the desired goal.

The DIGITAL INFRASTRUCTURE FOR SCHOOL EDUCATION (DIKSHA) platform developed by the Ministry of Education has the necessary building blocks for the development of online courses, updated textbooks, question bank tools, and more. It serves all members of the ecosystem and is supported in 30 languages. Since

DIKSHA is an open-source platform, it can be further enhanced by integrating customized e-learning services for learning management on the platform. While registering on the DIKSHA platform, students are asked to fill out a questionnaire that helps identify the

student's learning styles. He can also take a pre-test before the start of the course to assess the student's level of knowledge. In the pre-test, students are divided into three groups: beginners, intermediate and advanced. Student metadata is stored in the database and accessible through the expert system. Students are then designed a personalized learning path based on their level of understanding, learning style, and pace. The education system in India can be comprehensively transformed through the above-mentioned appropriate ICT applications to enable quality education and improve learning outcomes.

Review of literature:

Ashok, K.D. & Sabiha, Y. (2022). Role of ICT in Education System during Pandemic. ICT in learning and teaching showed some advantages and disadvantages and then tried to establish guiding principles that teachers and students should consider. Although there may still be teachers who are not so enthusiastic about the use of ICT, we have to admit that in this age of connectivity, the value and importance of technology are almost impossible to deny. We find technology everywhere and today we find technology in every home, whether poor or rich, used by intellectuals or people working in various fields. In fact, technology makes our life much easier and in practice, we could not do many things in today's world without it, and in education, ICT has opened the way with unimaginable results. Speaking about the disadvantages of using ICT, it should be noted

that not all teachers are enthusiastic about ICT, but they are forced to use it, and in some situations, students make somewhat superficial presentations and copy resources from information technology. Internet and in mostcases, they may have fewer opportunities to use oral skills and handwriting. In order to make the use of TVT effective, in this article we have proposed four index lines that define a certain balance in teaching-learning: temporal, relative. , physical and spatial constraints.

Research Objective:

- To Study the impact of information technology on the Indian education system during the global pandemic.
- To Know the perceived importance of information technology during a global pandemic.
- To formulate important conclusions based on the title of this search article.

Research Methodology: In developing countries like India, students are studying in various universities for higher education. But the method of education that is used in India is the traditional method. The true importance of information technology in higher education was realized by everyone during the global pandemic. According to this situation, this search has been prepared. Only secondary information has been used in the preparation of this search. Based on that, important conclusions will be formulated.

Hypothesis:

- In times of global pandemic, information technology has not helped as much as it should while pursuing higher education.
- During the global pandemic, information technology has received as much help as it needs while pursuing higher education.

Limitations:

- Studying the impact of INFORMATION TECHNOLOGY on the Indian education system during the global pandemic
- This research article has been created on the basis of secondary information and based on that important conclusions have been formulated.

Conclusion:

All educational institutions in India were closed due to the orders of the central government during the global pandemic. But in those days, the support of information technology alone was considered very important for learning. Also, the huge amount of help that information technology has provided for pursuing higher education has not come from any other tool. The importance of information technology came to light during the pandemic. It seems to have had a positive impact on higher education in India.

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